

## Basic Verb Tenses

## STUDENT OBJECTIVES

- Use verb tense correctly
- Identify and correct errors in verb tense

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary** p. 137
- **Practice Worksheets**, Levels A and B, pp. 138–139
- **Reteaching Worksheet**, p. 140

## Teach

1. **Basic Verb Tenses:** Explain that verbs are formed differently depending on when the verb's action occurs, and that **verb tenses** show different times when actions occur.
  - Call on volunteers to name a few of the basic verb tenses (*past tense, present tense, future tense*)
  - Ask for volunteers to make up a sentence using each tense that gets mentioned.
  - Write the sentences on the board.
  - Underline the main verbs once and any helping verbs twice.
2. **Teaching Basic Verb Tenses:** Distribute the **Lesson Summary**. Go over the **Academic Vocabulary** box. Point out that helping verbs are needed to form most verb tenses, and that it is often the helping verbs that most clearly *show* the verb's tense.
  - **Simple Tenses:** Explain that in the simple tenses—present, past, and future—a helping verb is needed only for the future tense. Ask a volunteer to name the verb. (*will*)
  - **Progressive Tenses:** Next, point out that for progressive tenses, the helping verb is always needed, and it is always a form of the verb *to be* added to the present participle. To clarify this point for students, write the following simple chart on the board:

## EXAMPLE

verb: <i>to sing</i>	Singular	Plural
Present Progressive	I am singing	we / you / they are singing
	you are singing	—
	he / she is singing	—
Past Progressive	I / he / she was singing	we / you / they were singing
Future Progressive	I / you / he / she will be singing	we / you / they will be singing

## BASIC VERB TENSES, CONTINUED

- **Perfect Tenses:** Explain that for perfect tenses, the helping verb is always a form of the verb *to have* added to the past participle. Again, write a chart on the board, as follows:

### EXAMPLE

verb: <i>to help</i>	Singular	Plural
<b>Present Perfect</b>	I / you have helped	we / you / they have helped
	he / she has helped	—
<b>Past Perfect</b>	I / you / he / she had helped	we / you / they had helped
<b>Future Perfect</b>	I / you / he / she will have helped	we / you / they will have helped

**3. Guided Practice:** In reviewing the **Lesson Summary**, go through the examples calling on volunteers to identify the necessary helping verbs as follows:

- **Present Tenses:** In **Rule 1**. Call on students to identify the helping verbs in the present perfect and the present progressive tenses.
- **Past Tenses:** Work through the examples in **Rule 2**. Have students identify the helping verbs in the past perfect and the past progressive tenses.
- **Future Tenses:** Read the examples in **Rule 3**. Have students identify the helping verbs in the future, future perfect, and future progressive.
- **Time Sequence:** Use the example in **Rule 4** to reinforce the concept of time sequence. When students mix verb tenses, it should be for a good reason. For example, the past perfect tense shows that one event in the past happened before a second event did. The future perfect tense shows that one event in the future will have happened before a second event will happen.

**QUICK CHECK.** Write each numbered sentence on the board. Ask students to explain what is wrong and then correct it.

1. Today's bullet trains were reaching speeds of more than 130 mph. (*The verb were reaching is in the past progressive, but the context requires the present or the present progressive; Today's bullet trains reach speeds of more than 130mph. OR Today's bullet trains are reaching speeds of more than 130 mph.*)

## BASIC VERB TENSES, CONTINUED

2. Back in 1904, subways in New York will begin to give commuters a fast trip to work. *(The verb will begin is in the future tense, but given the date 1904, past tense is required; Back in 1904, subways in New York began to give commuters a fast trip to work.)*
3. By the year 2010, electric cars reduce air pollution. *(The verb reduce is in the present tense, but given the date 2010, the future or future perfect is required; By the year 2010, electric cars will have reduced air pollution.)*

### Practice and Apply

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Activities involving basic verb tenses appear on pp. 138–139.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level or above-level students.

#### Answer Key: Practice Worksheet A

1. have used
2. opened
3. became
4. had run
5. ran
6. are enjoying
7. carry
8. travel
9. will move
10. will float

#### Answer Key: Practice Worksheet B

- 1–5. The correct order of sentences is **4, 1, 5, 3, 2**.
6. had flown
  7. had taken
  8. have seen
  9. are soaring
  10. will have soared

### Assess and Reteach

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Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A** : Students should answer at least four items correctly.
- **Practice Worksheet B** : Students should answer at least eight items correctly.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples, and relate them to the definitions. Brainstorm one or two new examples with students. Then have them complete the **Reteaching Worksheet**, p. 140.

## BASIC VERB TENSES, CONTINUED

### Answer Key: Reteaching Worksheet

1. has been
2. did
3. produce
4. pose
5. are developing
6. is
7. creates
8. can keep
9. will replace
10. will reduce